DOCUMENT RESUME

ED 400 739 HE 029 579

AUTHOR	Enos, Tammy; Pittayathikhun, Tanutda
TITLE	Alcohol and Other Drug Prevention: A Bulletin for Fraternity and Sorority Advisors.
INSTITUTION	Education Development Center, Inc., Newton, Mass.; Higher Education Center for Alcohol and Other Drug Prevention, Newton, MA.
SPONS AGENCY	Department of Education, Washington, DC.
REPORT NO	ED/OPE-96-5
PUB DATE	[96]
CONTRACT	SS9-30-25-001
NOTE	17p.
AVAILABLE FROM	Higher Education Center for Alcohol and Other Drug Prevention Education Development Center, Inc., 55 Chapel Street, Newton, MA 02158-1060; phone: 800-676-1730; e-mail: HigherEdCtr@edc.org; World Wide Web: http://www.edc.org/hec/
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Alcohol Abuse; Antisocial Behavior; Change Strategies; College Environment; Counselor Role; *Drinking; *Fraternities; *Higher Education; Informal Leadership; National Programs; *Peer Groups; Peer Influence; Prevention; Program Descriptions; Social Organizations; *Sororities; Student Experience
IDENTIFIERS	*Binge Drinking

ABSTRACT

This bulletin describes alcohol and other drug (AOD) prevention programs specifically designed or customized for fraternities and sororities (Greeks). Approaches to AOD prevention include: (1) peer education programs to help students help themselves; (2) comprehensive health and psychosocial assistance; (3) retreats, to encourage student involvement and collaborative problem-solving; (4) networking to share resources and information and build coalitions to facilitate change; (5) national programs such as GAMMA (Greeks Advocating the Mature Management of Alcohol), the Greek arm of BACCHUS (Boost Alcohol Consciousness Concerning the health of University Students); Our Chapter, Our Choice; and On Campus Talking About Alcohol; and (6) substance-free fraternities. Also discussed are the strengths of several national programs and how they complement each other and other campus programs; common barriers to AOD prevention programming for Greeks on campus; and specific ways to overcome those barriers. Advisors to fraternities and sororities are urged to solidify prevention programs and then conduct formal program evaluations in order to direct time and money to those that are effective. (MAH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 400 739

BULLETIN

HE029579

Alcohol and Other Drug Prevention:

A Bulletin for Fraternity and Sorority Advisers

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Alcohol and Other Drug Prevention: A Bulletin for Fraternity and Sorority Advisors

by
Tammy Enos and Tanutda Pittayathikhun

Introduction

While alcohol abuse, other drug use, and underage drinking among college students are by no means limited to Greek organizations, it is important to target fraternity and sorority members with prevention efforts. To be sure, Greeks at most campuses are already living under stricter guidelines due to policies put into effect by their national organizations. However, a 1993 survey of over 17,000 students at 140 four-year colleges in 40 states found that 86 percent of students who lived in fraternities were binge drinkers—that is, had consumed at least five drinks at one sitting during the previous two weeks—compared with 50 percent of male students overall.[1] In addition, students living in fraternities and sororities report drinking three times as many drinks per week as the average student.[2] Although Greeks may represent a small percentage of the total student population at most schools, fraternity and sorority members generally have considerable influence on the social scene and the social norms on campus. In light of these considerations, it is important to continue to provide resources on alcohol and other drug (AOD) prevention to the Greek advisor on campus.

Greek advisors play a crucial role in alcohol and other drug prevention among students with whom they work. Yet there appear to be no publications targeted at Greek advisors that rely on this group's actual experiences in addressing drinking and drug use problems on campus. This bulletin addresses that gap by describing prevention approaches that Greek affairs staff have used on their own campuses and by presenting several national AOD prevention programs specifically designed or customized for Greeks.

Greek advisors cannot solve the underage and binge drinking problem among fraternity and sorority members by themselves. Rather, Greek advisors need to collaborate with college administrators to develop a comprehensive plan that includes multiple prevention approaches which address each facet of the problem, including the school's drinking environment and norms about drinking. As a result, prevention approaches discussed in this bulletin should be seen as only one part of a comprehensive campus attack on the problem of underage and binge drinking among students.

In order to further promote comprehensive campus prevention programming, Congress enacted the Drug-Free Schools and Campuses Act, codified as Part 86 of EDGAR[3] (34 CFR Part 86). Failure to meet Part 86 of EDGAR requirements can put a school's federal funding in jeopardy. Part 86 of EDGAR requires that every institution of higher education, as a condition of receiving any federal financial assistance, must provide the following information to each student and employee:

- a description of the health risks associated with the use of alcohol and illicit drugs;
- a description of any drug or alcohol counseling, treatment, or rehabilitation programs available to students and employees;
- standards of conduct that clearly prohibit the unlawful possession, use, or distribution of alcohol and illicit drugs by students and employees on school property or as part of any school activities;
- a description of the applicable legal sanctions under local, state, or federal law for the unlawful possession, use, or distribution of alcohol and illicit drugs;
- a clear statement that the school will impose disciplinary sanctions on students and employees who violate the standards of conduct; and
- a description of the sanctions, up to and including expulsion, termination of employment, and referral to local law enforcement.

The regulations also require schools to prepare a written review of their program every two years to 1) determine its effectiveness and implement any needed changes, and 2) ensure that the school's sanctions are being consistently enforced.

A publication of The Higher Education Center for Alcohol and Other Drug Prevention. Funded by the U.S. Department of Education.

This bulletin was produced under Contract No. SS9-30-25-001. Views expressed are those of the contractor. No official support or endorsement by the U.S. Department of Education is intended or should be inferred. Publication No. ED/OPE96-5.

The written biennial review must be made available to anyone who asks for a copy.

This bulletin is intended for administrative staff responsible for AOD prevention programming for Greek students on campus. In most cases, this is the Greek advisor, assistant dean of students, or other student affairs staff members. In other cases, it may be someone from the drug and alcohol prevention staff or from the school health center. Other audiences for the bulletin include chapter advisors (that is, alumni/ae volunteers) and undergraduate chapter officers, such as chapter presidents, new member class leaders and educators, social chairpersons, and risk management officers.

Overview

There are over 800 colleges and universities in the United States with Greek organizations. As a result, this bulletin provides only a sampling of the prevention activities Greeks are involved with on campuses around the country. The information is based on over 30 telephone interviews with professionals involved with AOD prevention and Greek life, ranging from deans of students to graduate assistants to traveling consultants. Irrespective of differences in job titles, levels of experience, and the different issues staff were grappling with due to the size of their student populations, the following recommendations for prevention programming were mentioned again and again:

- *Get students involved* as leaders, educators, decision makers, and planners.
- *Get back to basics.* Emphasize what it means to commit oneself to a fraternity or sorority.
- Focus on *the positive.*
- *Do not preach.* Allow students to make choices.
- *Educate students* on school and Greek *policies* concerning AOD use and the consequences of violating the policies. Students will make mistakes and they will make wrong choices, but the most one can do is to provide the tools to educate them.
- *Provide alternatives* to drinking alcohol.
- Take full advantage of the *resources* on campus.
- Do not focus on risk management or liability. Make AOD prevention part of a *holistic approach* using self-development and self-awareness tools.

In dealing with AOD concerns on campus, there is a special need to focus on prevention and to be proactive. In the past, there has been a heavy emphasis on liability, particularly for Greeks, but that is a weak prevention strategy because it does not change attitudes surrounding AOD use.

There are six principal AOD prevention strategies:[4] information dissemination; providing alternatives to drinking and drug use; problem identification and referral; education; community-based activities (e.g., organizing, planning, coalition building); and efforts to change the environment (e.g., registering parties, publicizing the number of nonbinge drinkers). While all of these approaches are necessary in a comprehensive prevention effort, this bulletin will focus on two of them: education and environmental change. These two approaches tend to be more intensive in nature, and they also have the practical value of reaching a large number of students which, as the box shows, are two key components of effective prevention programming.

"Advisor focus has primarily been in the areas of risk management and policy compliance; advisors haven't been given as many resources, and there has been less pressure applied, to address AOD as a health, wellness, and personal decision-making issue."

—Cathy Earley, Director of Student Services, National Interfraternity Conference (NIC)

Prevention programming goes beyond policy making and policy enforcement. In addition to their individual national fraternity and sorority policies, Greek students must be informed about university AOD policies and the consequences of violating those policies.

The prevention approaches described in this bulletin are divided into three categories:

- **Campus Programs**—approaches targeted to the entire Greek system on campus or approaches targeted to the entire student population which are applicable to Greeks. Programs may be under the jurisdiction of the Greek advisor, school health center, or student activities office.
- **National Programs**—approaches targeted, or readily available, to all Greek chapters on all campuses.

Beyond Policy Making

Because the strategies discussed in the bulletin go beyond policy making and liability issues, the publication makes no distinctions between Greeks with housing and Greeks without housing, or between on-campus and off-campus housing for Greeks. Of course, advisors in these situations face different problems, but these differences are largely relevant only when talking about policy enforcement and party management—for example, checking IDs or limiting the number of guests admitted and the quantity of alcohol served.

Key Features of Prevention Programming

Based on literature reviews[1] and expert opinions of high school and college prevention programs, prevention strategies should be:

Comprehensive

- *Involve students, staff, and faculty*
- *Provide multiple exposures to prevention in a variety of settings from a variety of sources*
- *Eliminate inconsistent messages*

Intensive

- *Provide exposure to the message over a period of time, rather than as a one-shot experience*
- *Require active participation, rather than passive attendance*

Relevant

- *Tailor to specific groups*
- *Focus on immediate negative consequences such as injury, sexually-transmitted diseases, and acquaintance rape, rather than the long-term health risks of drinking*

Effective

- *Take advantage of the power of peer influence by using peer education*
- *Integrate survey research (increases relevance)*
- *Work on changing the immediate social environment*
- *Provide training to students to help themselves (e.g., assertiveness training, goal setting)*

[1]Berkowitz, A. "Reducing Alcohol and other Drug Abuse on Campus: Effective Strategies for Prevention Programs." *Eta Sigma Gamma*, 22 (1):12-14, 1990.

Examples include GAMMA (Greeks Advocating the Mature Management of Alcohol), Our Chapter, Our Choice (OCOC) and OCTAA (On Campus Talking About Alcohol).

- **National Greek Programs**— approaches designed for Greeks in a particular fraternity or sorority on campuses across the country and in Canada, but available to any Greek organization.

"Advisors don't want to be responsible for students, they want to advise students. I favor putting students in a good position to make their own choices. If they don't make the right decisions, if they violate a policy, then they should know there are consequences. But make sure students always learn from their mistakes."

—Drew Smith, Greek Advisor, North Carolina State University

Campus Programs

Prevention activities on campus may be organized by Greek advisors for the Greek system or by the health center, student activities office, or student affairs office for the entire student population. An examination of the AOD prevention activities of Greek advisors and other student affairs staff reveals four general focuses: peer education programs; comprehensive health approaches; retreats; and networking or coalition building. Although these headings are useful for categorizing prevention efforts, the approaches overlap.

Peer Education Programs

There is an overwhelming consensus among student and Greek affairs staff and researchers about the importance of helping students to help themselves. As a result, one of the most common approaches to AOD prevention involves peer education.

The University of Florida has three peer education groups on campus which employ Greek students to educate other Greeks about AOD prevention: one, called D.A.R.E. (Drug and Alcohol Resource Educators), was developed at Florida, while the other two are national programs, GAMMA and OCOC (described below).

"National and institutional policies and directives can be helpful in mobilizing interest in and support for changing behavior in fraternities. But the cultural frame suggests that such interventions will not bring about lasting behavioral change. . . [C]ultivating the commitment of chapter members, particularly formal and informal leaders, to change their culture is the only intervention that promises to be effective."

— James C. Arnold and George D. Kuh, *Brotherhood and the Bottle: A Cultural Analysis of Alcohol in Fraternities*, Center for the Study of the College Fraternity, Indiana University-Bloomington, 1992.

The D.A.R.E. program, which grew out of a need for something more than alcohol awareness, has been evolving since 1988. The D.A.R.E. educators are formally trained to give in-depth presentations and workshops on AOD prevention to fraternities and sororities. To be an educator, Greek members must go through an application process that includes an interview, making a one-year commitment.

attending weekly two-hour meetings during the year, and being available for office hours to speak with Greeks who have AOD concerns.

"When using peer-education programs, it's important to use real peers, peer leaders to whom other students can relate, not some goody two-shoes."

— Beth Bell, Assistant Director of Student Activities, Virginia Commonwealth University

Comprehensive Health Approaches

At some colleges and universities, all AOD preventions are part of a wellness program run by the health services. Furthermore, many of the education or prevention programs that national fraternities and sororities have developed for their chapters also take a comprehensive approach, encompassing the full range of health and psychosocial issues.

The Greek Wellness Coalition started in 1995 at Montana State University. The goal of the coalition is to help Greeks function better as a community and to improve communication among all Greeks on campus. Every fraternity and sorority on campus is represented in the coalition. Prior to forming the coalition, a survey had been conducted to assess each chapter's needs. The survey results demonstrated that Greek students were concerned about issues that were not directly related to AOD use. Although the coalition's attention will be directed toward issues dealing with alcohol, Bev Townsend, Greek Coordinator at Montana State University, feels that the coalition needs to begin with a more global focus related to overall wellness. To get students involved with the coalition, Townsend publicized the group through bulletins and meetings with students. She attributed their interest in the coalition to the considerable support for outdoor activities and outdoor living at Montana State; Greeks on campus want to be a part of that—they do not want to be seen as just "party animals."

Retreats

Retreats are a useful mechanism to get students involved in an issue and to emphasize collaborative problem-solving. For the past four years there has been an annual autumn retreat for Greeks at the University of Kentucky. Two members from each of the schools' 42 fraternities and sororities, usually sophomores, attend. Part of the weekend is devoted to AOD issues. Staff try to keep retreat costs down by utilizing community experts and faculty who are willing to donate their time and by holding the retreat in a state park. The local Interfraternity, Panhellenic, and Black Greek Councils contribute money for the retreat, and each fraternity or sorority is assessed about $60 per attending member. One of the resources used in the AOD portion of the weekend is "Double Vision," a set of workshops developed by Lambda Chi Alpha and Alpha Gamma Delta Fraternities. "Double Vision" helps students to examine male/female relationships and how alcohol plays a part in those relationships.

Jay McCoy, Assistant Dean of Students at Kentucky, says that the retreats provide:

- a forum to convey basic information;
- a concentrated time to look at issues facing all Greeks on campus;
- an opportunity to voice concerns; and
- a chance for Greek students from different fraternities and sororities to talk to one another and to get the full Greek perspective.

At Virginia Commonwealth University, Beth Bell, the Assistant Director of Student Activities, and her colleagues have written a proposal to conduct and to evaluate a substance-free, weekend retreat for new members as a method of reducing binge drinking. The idea for the retreat grew out of a desire to provide positive alternatives to drinking and to offer a positive rite of passage such as the one described in David Oldfield's *The Journey*.[5] Two years ago, Virginia Commonwealth University conducted a one-time retreat with the new members of one fraternity. The retreat's weekend activities focused on individual and group challenges: a low ropes challenge course, rock climbing, rapelling, and teamwork (e.g., preparing meals together from scratch, right down to plucking the chickens). Group discussions occurred after each activity to identify different leadership styles and preferences. Based on the supervisors' observations, the biggest benefit of the retreat was that the men were able to have a good time and to bond without the use of alcohol. The fraternity became a more cohesive unit and, later on, members placed less emphasis on alcohol compared with members of other fraternities.

Networking

While networking is not really an approach in and of itself, it can and should be used to enhance the three approaches described above. Networking usually involves working with others to share resources and information and building coalitions among different interest groups on campus to facilitate change.

Networking takes a great deal of work and time. The suggestions below can help to simplify the effort.

- *Co-sponsor an event with another organization on campus.* This is a good way to tap into campus resources and to meet another organizations' members.
- *"Networking has to happen on a student level as well,"* emphasizes Jay McCoy of the University of Kentucky. Find out if your students know students in other organiza-

tions; if so, use those connections to network. Otherwise, a joint gathering or co-sponsored event is a way for both advisors and students to establish relations.

- *Have contacts and numbers readily available.* Megan Dunson, former Graduate Assistant for Greek Life at the University of Maryland, advises "Don't just tell someone to contact the health center, have the name of the person to contact and let that contact person know that Greeks may be contacting him or her."
- *Remember that networking is a give and take situation.* If you know that another organization is initiating a large program or event, offer assistance. If you want to initiate a program or event, ask for assistance from other organizations.
- *Keep the lines of communication active,* do not be afraid to make the first step, and share what you are doing with others on campus.

"Most Greek advisors don't take advantage of the resources that are available to them. They try to do things themselves."

— Ron Binder, Assistant Dean of Students, University of North Carolina at Chapel Hill

---

- *Give people plenty of time,* when informing them of what you are doing. McCoy finds it useful to share his calendar. Over the summer he drops the Greek calendar off with the office of residential life and asks if the staff would like to include anything on the calendar before it goes into final production. If residential life produces a calendar, then the Greeks put upcoming events on their calendar as well.
- *Seek out relationships with others on campus.* For example, when Beth Bell began work at Virginia Commonwealth University, she made a point of inviting someone to lunch at least twice a week. She contacted people from the Career Center, the Counseling Center, and the Student Health Center. Through those informal lunches, Bell was able to build relations with other members of the university and was later asked to serve on a variety of committees. It is also easier for her to refer students to colleagues whom she has met.
- *Work with others when writing a grant.* For inexperienced grant writers, this is absolutely necessary. For those without a strong research background, an experienced faculty member can not only provide valuable comments on the grant but can also lend credibility to the grant application or proposal.
- *Show the administration what has been done* in terms of AOD programming and what lies ahead. The presentation will demonstrate commitment and preparation to work on AOD prevention.
- *Set up appointments with health center staff and drug educators on campus.* Alcohol and other drug prevention is much too difficult to do alone; advisors can benefit from someone with AOD prevention background and knowledge. In addition, drug educators know about campus alcohol and other drug use behaviors and can warn the advisor about many things.
- *Keep the lines of communication open between national chapter officers, the alumni Greek council, and the university* to avoid duplication of efforts.

National Programs

Three national AOD prevention resources can help Greek advisors reduce the costs and time involved in furnishing prevention programming:

- BACCHUS/GAMMA Peer Education Network;
- Our Chapter, Our Choice; and
- On Campus Talking About Alcohol.

BACCHUS/GAMMA Peer Education Network

Boost Alcohol Consciousness Concerning the Health of University Students (BACCHUS) Peer Education Network is a widely recognized collegiate alcohol awareness and health education initiative funded by sales of its educational materials, corporate sponsors, and government grants. Greeks Advocating Mature Management of Alcohol, or GAMMA, the Greek arm of this network, was started in 1987 as a way to involve fraternity and sorority members in alcohol education on campus. Nationwide, approximately 140 colleges have active GAMMA chapters with a total of over 5,000 members.

Strengths of the BACCHUS/GAMMA Network

Joining the BACCHUS/GAMMA network is free and involves only three conditions: there must be an advisor who will serve as the liaison between the national network and the GAMMA chapter on campus; the potential GAMMA chapter must be a recognized subcommittee of the Greek governing bodies or an independent, recognized organization on campus; and the GAMMA chapter must agree to renew its charter each year.

Many Greek affairs staff involved with GAMMA cite its reputation, resources, and support as reasons for joining. For example:

- The start-up kit contains informative pamphlets, posters, and discussion guides. *50 Things GAMMA Chapters Can Do* lists 50 activities campus chapters have used in their AOD prevention efforts.

- The BACCHUS/GAMMA materials catalog offers a large selection of videos, pamphlets, posters, and promotion kits. A guide for Greek advisors, *The GAMMA Guide: An Invitation to Enjoyable Alcohol Awareness Programs* ($4.95), offers help in addressing issues surrounding alcohol, describes program alternatives, and lists other available resources. Also available is the BACCHUS/GAMMA Certified Peer Educator Training Program ($295 for chapters, $325 for non-chapters). The comprehensive 13-hour program includes a 180-minute videotape, one facilitator's manual, and 12 student workbooks.
- The BACCHUS/GAMMA Peer Education Network sends members a monthly newsletter, called *The BACCHUS Beat*.

"We send some of our GAMMA students to the regional and national conferences and they are impressed when they see the breadth of the organization. . . . If they see that it's working somewhere else, they are more apt to try it."

— Megan Dunson, former Graduate Assistant for Greek Life, University of Maryland

---

- Periodically, BACCHUS/GAMMA groups receive free materials for the network's national campaigns, such as the National Collegiate Alcohol Awareness Week Campaign and the Safe Spring Break Campaign.
- The annual BACCHUS/GAMMA General Assembly, Regional Spring Conferences, and Regional Greek Leadership Conferences all offer students an opportunity to get together to learn and share ideas and concerns. In addition, there are 12 Area Consultants, State Coordinators, a student advisory committee, and a GAMMA Advisory Board available to provide assistance to chapters.

Strengthening GAMMA on Campus

Schools can work on restructuring GAMMA to make it function better.

- Establish a formal structure in which each fraternity and sorority sends a representative to every GAMMA chapter meeting. At the meeting, break the group into committees to plan different activities.
- Make GAMMA more program-oriented rather than meeting-oriented. Have six officers of GAMMA first plan a program, publicize the program to Greeks on campus, and then get the participation of three representatives from each sorority or fraternity who are interested in the program.
- Have each fraternity and sorority select or elect (individual chapters can decide on the process) one or two members to attend bi-monthly GAMMA meetings. Have one of the chapter representatives serve as the main liaison between GAMMA and his or her Greek chapter, making that person responsible for attending every GAMMA meeting for one year and bringing information back to his brothers or her sisters. Having at least one representative who attends all GAMMA meetings may create a greater sense of continuity, follow-up, and responsibility.
- Address the concerns many individuals have about BACCHUS/GAMMA's partial sponsorship by the alcoholic beverage industry (Anheuser-Busch is one of its corporate sponsors).

Observers agree that there are three key points for succeeding with GAMMA:

- Good, consistent student leadership is essential;
- GAMMA cannot be made into a party monitoring group; and
- Considerable planning must go into the decision of how GAMMA will be structured.

Our Chapter, Our Choice

Our Chapter, Our Choice (OCOC) is a national peer education program with the goal of redefining alcohol and drug norms in fraternities and sororities through student-facilitated workshops. One of the operating assumptions behind OCOC is that because chapter members develop their own new alcohol and drug norms, they become vested in supporting the norms that they have helped to create. The OCOC program was developed under FIPSE (Fund for the Improvement of Post-Secondary Education) funding by Jeff Linkenbach and Montana State University. Its materials and training are provided through the National Interfraternity Conference (NIC). The Our Chapter, Our Choice Complete Facilitator's Kit is $75 for NIC's INTERCHANGE® members, $120 for nonmembers. The kit includes a video, eight program overview manuals, eight workshop manuals, eight buttons, and one set of posters.

Volunteer trainers, trained by NIC, are available to train fraternity and sorority undergraduates to be student facilitators. (Trainer time is free, but campuses are required to reimburse trainers for travel and on-site expenses.) Training for student facilitators lasts six to eight hours. To start OCOC on campus, there must be a minimum of three student facilitators interested at the school. Ideally, there would be one facilitator for every two fraternities or sororities on campus, with an equal number of male and female facilitators. The OCOC manual recommends that a variety of individuals on campus understand and support OCOC for it to have maximum impact, including both men's and women's organizations, Greek

advisors, chapter alumni advisors, alcohol and drug prevention and education staff, and faculty advisors.

In addition to an evaluation, the OCOC workshop covers five topics: external/internal limits; examining current norms; proactive versus reactive leadership; "Back to Our Roots" (covers chapter standards, ideals, and principles); and strengthening current chapter norms. The workshop typically lasts one and a half hours.

Strengths of Our Chapter, Our Choice

Jeff Cufaude of the National Interfraternity Conference suggests that OCOC is popular because it:

- is theory based;
- rings true with advisors' and students' personal experiences;
- is very user friendly;
- employs trained facilitators; and
- complements existing programs on campus. For example, if there is a GAMMA chapter on campus, GAMMA members can do OCOC as one of their program activities, which is what the University of Florida has done.

"Our Chapter, Our Choice doesn't give another lecture, it looks at the chapter individually and over a period of time. The chapter gets to decide which problems it should work on, and that's important. It's just what the name says it is."

—Bev Townsend, Greek Coordinator, Montana State University

Five Greek organizations implemented OCOC last spring at Florida State University. The Coordinator of Greek Life, Tom Jelke, likes OCOC because it:

- involves students talking to students;
- is tailored to each group;
- helps students create their own goals; and
- complements the programming of his school's GAMMA chapter.

The Three National Programs Complement Each Other and Other Programs on Campus

- *"Using a variety of programs provides a comprehensive approach, and the more programs you use, the better your chances are of reaching a particular chapter or individual." Megan Dunson, formerly of the University of Maryland*
- *"A variety of programs are beneficial because they all provide different levels of information to their students." Elizabeth Broughton, University of Florida*
- *"The OCOC program is good because it is Greek based and empowers students as a community, but I also like Talking About Alcohol because it takes an individual approach and looks at a lifetime of drinking behaviors." Beth Bell, Virginia Commonwealth University.*
- *At Iowa State University, OCOC is included with the many other peer education programs because staff want to present all the programs as options and let chapters decide which ones they want to use.*

David Anderson, an Associate Research Professor at the Center for the Advancement of Public Health at George Mason University, is conducting an evaluation of OCOC. Having collected baseline data, he is now in the process of collecting post-test information. The information is being collected from 21 control campuses and 21 experimental campuses of different sizes and geographic locations. The analysis will involve two types of comparisons: (1) Greek organizations that were involved with OCOC versus groups on the same campus that were not involved with OCOC (2) campuses where some Greek organizations were involved with OCOC versus campuses that had no involvement with OCOC. One research hypothesis is that, as individual groups become involved with OCOC, the whole campus will become imbued with healthier attitudes about AOD use. The evaluation will also look at where OCOC chapters made a difference on campus and why.

On Campus Talking About Alcohol

On Campus Talking About Alcohol (OCTAA) was developed in the early 1980s by the Prevention Research Institute (PRI) in Lexington, Kentucky. The program has been implemented on campuses in 33 states and has been customized for three national fraternities.

The OCTAA program lasts between seven and nine hours. The program is most effective if presented in a one- or two-day period instead of over a period of weeks. OCTAA uses a persuasion process to gently challenge common views of alcoholism with research. Based on the Lifestyle Risk-Reduction model of prevention, OCTAA provides Low-Risk Guidelines to reduce risk for alcoholism, similar to how we have come to reduce our risk for heart disease. OCTAA also examines the different phases of drinking, from low-risk to high-risk, and helps students identify where they are in this progression based on their own drinking behaviors and outcomes. One expectation

of OCTAA is that students will walk away understanding and believing that alcoholism can happen to anyone. Students can apply what they learn in this program to reduce their own risk for all alcohol-related health and impairment problems throughout life. "The quantity and frequency of students' drinking and the experiences they have while drinking put them at much higher risks than they think they do," comments Candice Baumgarten, *Talking About Alcohol* Program Coordinator for Kappa Alpha Theta Fraternity. This program is intended to help students to recognize that the drinking patterns they establish in college, or even earlier, may be important in establishing their drinking patterns later in life.

Strengths of the Three Selected National Programs

GAMMA

- *Raises awareness of AOD issues*
- *National and local support, and many other materials*
- *No cost to join*

Our Chapter, Our Choice

- *Focuses on changing the environment (norms in which Greeks interact)*
- *Targets each chapter's needs and works on the chapter as a whole organization*
- *Peer led*

(On Campus) Talking About Alcohol

- *Designed to have a lifetime effect*
- *Focuses on the individual*
- *Research based*

Strengths of On Campus Talking About Alcohol (OCTAA)

Two independent studies with control groups, one at Eastern Kentucky University and one using dental students at the University of Kentucky and the University of Louisville, have demonstrated decreased alcohol consumption among students who have taken the OCTAA course.[7] At Northern Arizona University, where OCTAA is part of orientation for first-year students, staff have received positive verbal feedback from students, and evaluation forms suggest that the program is effective in getting students to question inappropriate norms surrounding AOD use.

Beth Bell, at Virginia Commonwealth University, uses OCTAA to focus on personal alcohol decisions for a lifetime. Bell likes the fact that OCTAA addresses the nature of alcohol consumption, examines alcohol consumption as a behavior, and takes an individual approach. Staff at the university looked at other programs and found OCTAA to be more research based and applicable to individual decision making. Because OCTAA looks at a lifetime of drinking, they also felt that it was a good program for students of all ages and classes. The OCTAA program was offered to all students four times during the past academic year in two four-hour sessions. It was publicized through the health center, resident advisors, Greek social chairs and risk management officers, and in freshman seminar classes.

National Greek Programs

All of the national fraternities and sororities provide risk management policies that regulate chapter behavior related to alcohol and other drugs. In addition, the national headquarters of nearly every fraternity and sorority provides some kind of educational packet, video, or program for its collegiate chapters dealing with AOD issues. What follows are descriptions of three approaches that five national fraternities have implemented to address AOD prevention in their chapters:

- On Campus Talking About Alcohol (TAA), the previously described national OCTAA peer education program customized for Delta Tau Delta, Kappa Alpha Theta, and Alpha Chi Omega fraternities;
- Balanced Man Project, a comprehensive membership development program for Sigma Phi Epsilon Fraternity; and
- Substance-Free Fraternities, Sigma Nu's initiative to change the Greek environment.

Talking About Alcohol

For eleven years, Delta Tau Delta Fraternity has been using a customized version of OCTAA called *Delts Talking About Alcohol* (TAA). In 1989, Delta Tau Delta received a FIPSE grant to train chapter leaders and alumni to present TAA. In 1990, the fraternity invited two women's fraternities, Kappa Alpha Theta and Alpha Chi Omega, to join with them to create "Talking About Alcohol . . . The Greek Consortium." Talking About Alcohol is now a significant part of the three fraternities' AOD programming.

The consortium program is similar to *On Campus Talking About Alcohol*. Prevention Research Institute worked with fraternity members and staff to provide fraternity-specific examples and analogies in the presentation. The consortium's program is six hours long instead of eight, and the institute omitted some of the material dealing with alcoholism that is included in OCTAA.

When The Greek Consortium was first formed, trained students presented TAA to members. Losing qualified trainers to graduation, requiring each trainer to learn a large amount of information, and being limited only to campuses where the three fraternities had chapters prompted the

consortium to find a new format of delivery for the program. Currently, Kappa Alpha Theta and Alpha Chi Omega use full-time staff members and alumnae volunteers to co-teach TAA, and Delta Tau Delta uses paid undergraduate interns who work full-time for one semester. Consistent presentation of the program, a result of the new format, was also important to the evaluation that is currently underway (see below).

When a chapter is interested in TAA, a member contacts the Kappa Alpha Theta's International Headquarters to schedule the weekend presentation. The staff coordinator and an alumna volunteer co-teach the weekend presentation. An attendance rate of 75 percent or higher is expected before a presentation will take place.

Follow-up teams in each Kappa Alpha Theta chapter provide continuing education. Two to four chapter members plan events periodically throughout the year that are designed to use and review what the program teaches. Kappa Alpha Theta gives the chapter guidelines and suggestions and requires at least two activities a semester. The follow-up teams are encouraged to be creative and to plan activities using TAA information. Activities may include talking about the program at a chapter retreat; planning an activity that is not focused on alcohol, or that is focused on low-risk choices; or informing the chapter about intervention resources.

During the 1994-95 academic year, Kappa Alpha Theta presented TAA to 1,233 students at 23 campuses. Student evaluations are positive and often comment on the unique perspective from which the program is given—alcoholism as a lifestyle-related health problem. Students like the program and learn from it because it is research based, not "abstinence-only," and because it does not preach.

With funding from the National Institute on Drug Abuse (NIDA), Richard Clayton and Nancy Grant Harrington at the University of Kentucky are comparing treatment chapters of Delta Tau Delta, Kappa Alpha Theta, and Alpha Chi Omega that have participated in the Talking About Alcohol program with seven similar control chapters on five different campuses. The researchers submitted a final report to the National Institute on Drug Abuse in October 1995.

Balanced Man Project[8]

The *Balanced Man Project* (BMP), first implemented in 1992, is a comprehensive membership development program designed by a committee of alumni volunteers and undergraduates of Sigma Phi Epsilon Fraternity. The program is funded through FIPSE and the endowments of the Sigma Phi Epsilon Educational Foundation. The main objectives of the BMP are to:

- eliminate high-risk behaviors, such as alcohol abuse and other drug use; and
- help chapters become healthy organizations by promoting academic, social, and interpersonal skills among members.

The program is intended to affect a fraternity member's entire life, not just the four years he is in college and not just one particular behavior. Members of a *Balanced Man* chapter follow the program at their own pace, moving through six different challenges, each challenge building on the preceding challenge. The six challenges include:

(1) the Sigma Challenge: to adjust and assimilate into the chapter and campus community;

(2) the Phi Challenge: to understand the benefits of fraternalism;

(3) the Epsilon Challenge: to explore the issues a servant leader faces;

(4) the Brother Mentor Challenge: to develop and utilize the skills of a servant leader;

(5) the Sigma Phi Epsilon Fellow: to cultivate a lifelong commitment to service; and

(6) the Alumnus Mentor: to foster and promote undergraduate development.

Members set their own goals and action plans. The program is made up of four components: mentoring, service learning, experiential learning, and brotherhood.

- A mentor serves as a positive role model, is a source of support and guidance, and oversees the development of the brothers whom he mentors by teaching, counseling, and supporting them in their endeavors.
- Service learning involves direct contact and personal effort in meeting the needs of the community.
- An experiential learning activity is a planned challenge that requires chapter participation, problem-solving, and cooperation.
- Brotherhood is addressed by providing many opportunities, both traditional and innovative, for the members of the fraternity to enjoy their college years.

About 110 trained volunteers (stewards) present the program to chapters that have shown an interest in getting more information about BMP. A chapter must adopt the program voluntarily. After a chapter has seen a BMP presentation, members vote. At least 80 percent must favor joining before they can apply to become a *Balanced Man* chapter. A chapter that adopts the program spends about $300 on resources, and members pay $20 each for resource materials. The program is operational in 77 of Sigma Phi Epsilon's 270 chapters.

In the past, stewards provided only program information to a new *Balanced Man* chapter, but now a steward will work with one chapter for a longer period of time to ensure that project implementation is progressing smoothly. This change will provide chapters with more support. For additional support, *Balanced Man* chapters can communicate with each other easily through an Internet connection.

A common misconception about the *Balanced Man Project* is that it demolishes the unity of a chapter. In actuality, BMP emphasizes chapter unity, rather than focusing on pledge unity. The challenges in BMP ensure that all members will work together and that everyone will contribute to the chapter, not just the new members.

David Anderson, associate research professor at the Center for the Advancement of Public Health, is conducting an evaluation of the Balanced Man Project. He has just completed baseline data collection on 25 chapters. The evaluation will track the chapters for two years (spring 1994 to fall 1996) as part of the FIPSE grant.

Substance-Free Fraternities

Numerous Greek chapters all over the country have become substance free (no alcohol or other drugs on the premises) (e.g., Sigma Chi at the University of Maine, Alpha Tau Omega at Indiana University, and Lambda Chi Alpha at Northeastern State in Oklahoma, Louisiana Tech, and Valparaiso University). The national headquarters of Sigma Nu Fraternity will soon begin converting all of its 215 campus chapters into substance-free chapters because of the deteriorating physical condition of their homes, lack of concentration on scholarship, increased number of injuries, and high numbers of behavioral problems. Alcohol abuse is the common thread among these conditions. Sigma Nu leaders felt they needed to bring these issues to the attention of students and alumni, and to attack the "Animal House" image.

Sigma Nu's assumption is that, within a few years, the vast majority of chapters will voluntarily buy into the initiative once they see how the other chapters successfully enforce the policy and the good results they get in terms of improved grades, social activities programming, and recruitment.

The issue right now is not that chapters do not want to try going substance free but that they do not feel they can enforce a substance-free policy. Littlefield plans to help give them confidence in their role by providing support through a parents association, an alumni association, and a group of five full-time staff from the national organization. Associations will have regular meetings, and the presidents of each association will be in constant communication with each other. Eventually, Littlefield hopes to obtain university involvement.

"The purpose of this [substance-free] initiative is about protecting property, protecting people, and addressing why we are in the [fraternity] business in the first place. We must deal directly with the thing that causes so much grief on college campuses—alcohol."

—Mo Littlefield, Executive Director, Sigma Nu

To allay any fears members may have about recruiting new members, Littlefield reminds them that he is not interested in the usual crowd. Sigma Nu members will have to put together a new rush program, and many chapter activities will have to change. To attract new students, Sigma Nu chapters will have to demonstrate that they are capable of fulfilling new members' goals. Based on research, experience, and large numbers of students who choose not to join a fraternity or sorority, Littlefield is confident that there are many students looking for a different experience.

Common Barriers to Alcohol and Other Drug Prevention Programming for Greeks on Campus

The success or failure of any AOD prevention initiative depends on finding good leaders and then, of course, getting students to attend the programs. The following section identifies common barriers to prevention programming—whether programs originate at the campus level or national level—and ways to overcome those barriers.

Barrier: *Getting quality student leaders involved in AOD issues is difficult.*

Overcoming the Barrier:

- Search out students *who have an interest in health education, public health, nursing, and related fields.* Nothing beats genuine interest.
- *Do not rely on chapter presidents.* They already have a lot to do.
- *Get directly involved in the recruitment process* by drawing student's attention to the program and by talking about the program at Greek Council meetings.
- *Do not rely solely on Greek Councils* to appoint representatives.
- Give students *with leadership potential* a chance. Not all of the good leaders will necessarily have established leadership experience. Ensure that they get quality leadership training.
- Let current student leaders know that *they have to be looking for the next group* of student leaders.
- Get referrals *from students, faculty, and staff*, and find out whom they consider to be natural leaders.
- If there are many peer education groups on campus, arrange for them all to do their recruiting *on the same day.*
- *Provide leadership courses* or workshops on leadership issues, and infuse them with AOD issues.

Barrier: *Student leaders often lose interest.*

Overcoming the Barrier:

- *Make it fun to be part of the program*, otherwise students will be lost. At the University of Florida, the D.A.R.E. peer-education group goes on canoeing trips together, and the thirty to thirty-five GAMMA members on campus go on at least one retreat per year.
- If the program does not provide opportunities for fun, then *there has to be some other reward.* The reward may be that the AOD program is associated with the student's major, that the student gains some sort of personal satisfaction, or that the student has the opportunity to meet new people.
- *Involve students in the planning as early as possible.* "People support what they help to create, and if we come to students with something all set up, it probably will not be what they are looking for." (Jay McCoy, University of Kentucky)
- *Talk and work with students directly.* "It is a matter of liking what you do and letting the students know that you like it . . . . In addition to encouraging students to call anytime, some kind of structure should be set up for regular communication." (Edward Dadez, Bucknell University)

Barrier: *Other students (e.g., nonleaders) are often uninterested in the program.*

Overcoming the Barrier:

- *Target promotion efforts towards groups that use alcohol* at their social and recreational events. Know which groups to target by networking with other students and administrators, looking at survey results, keeping an ear open, and reading the daily newspapers. Take advantage of word of mouth. When a program is interesting, people will recommend it.
- The University of Maryland offers *academic credit* for its leadership course; Texas A&M University, the University of Northern Colorado, and the University of Maine offer credit to their peer educators.
- At Iowa State University, the Substance Abuse Prevention Program offers a *monetary incentive*, $200, to be put toward a substance-free activity, to any group that completes all three parts of Leaders Envisioning Alternative Directions (L.E.A.D.). The incentive is made possible by the Incentives Grant Program funded by FIPSE.
- Each year, the Interfraternity and Panhellenic Councils at Florida present the "Brothers Caring About Brothers Award" and the "Sisters Caring About Sisters Award." Fraternities and sororities on campus accumulate *points for their chapters* according to the AOD programming they have done throughout the year under GAMMA.
- At Nova Southeastern University, *mandatory attendance* is enforced at a five-session, non-credit Greek 101 program started for all new fraternity and sorority members. For every person who does not attend, a $10 fee is charged.

Barrier: *Students feel they are getting the same information over and over again.*

Overcoming the Barrier:

- Make sure the information is *presented from a different angle* (e.g., the way the national programs described complement each other). Because AOD prevention is complex and requires a multifaceted response, repeated exposure to the same message from different sources is beneficial.
- Find out exactly what students have already been exposed to—*find out what they really know.*
- *Involve students in the program planning* to help ensure that the program will address any concerns students may still have after a couple of educational programs.

Barrier: *"The Greek system feels separate from the university. Many Greeks have the feeling that everyone is out to get them and therefore they do not take advantage of the resources of the university as a whole," says Megan Dunson, formerly of the University of Maryland.*

Overcoming the Barrier:

- *Spend some time on public relations work* and talking to others (e.g., non-Greeks on campus) to let them know what is happening in the Greek community. When Ron Binder was new to the University of North Carolina, he approached the Public Information Branch on campus about getting some good publicity for his groups. They were very willing to help and have since flooded the newspapers with good press for the Greeks.
- At Bucknell, the Greek students *do their own public relations work.* About four years ago, students started publishing a newsletter called *The Greek Vine* twice a semester. They also publish a newspaper called *The Olive Branch.*
- *Spend time listening to others'* (non-Greek student organizations, faculty, and staff) perspectives, issues, and concerns. Greeks can better understand how they fit into the bigger, institutional picture if they make the time and effort to reach out.

Barrier: *Many Greeks are interested in becoming involved with their chapter but not necessarily with the whole Greek system on campus.*

Overcoming the Barrier:

- *Emphasize the advantages of working together.* By working together, the Greek community can often initiate changes that individual chapters could not do on their own. For example, Greeks at Florida were able to purchase beepers in bulk and make arrangements with a taxi company to get rides back to chapter houses at reduced rates as part of the school's safe ride program.
- *Retreats and coalitions* are good ways for Greeks to get involved with the whole Greek system on campus.

Barrier: *Some alumni may expect Greeks to drink heavily the way the alumni did when they were in school.*

Overcoming the Barrier:

- Spend time talking to key alumni to gain their support.
- Place articles in alumni publications that will educate alumni about the consequences of binge drinking and about the changing attitudes and beliefs of students concerning alcohol and other drug use.
- Enlist the help of sympathetic local alumni in an effort to enlighten their less supportive fellow alumni.

Conclusion

Greek advisors have limited time and resources. This severely restricts their ability to develop innovative AOD prevention activities. Instead, advisors are working with peer education models, often models that have been developed on campus, and adapting national programs to complement existing campus programs, tailoring them to their own student populations.

> ***"When students are empowered to facilitate change, it is embraced much more openly than when they feel it is forced upon them by administrators and their 'national.' "***
>
> — Cathy Earley, "Substance Abuse Issues Facing the Greek Advisor," *Advising Fraternities and Sororities*, Association of Fraternity Advisors.

The most common barriers for these types of programs are attracting and maintaining good student leaders and getting other students to participate in the program once implementation begins. The single most important ingredient of successful implementation appears to be involving the students as much as possible in the entire programming process—from the planning stages to the follow-up and evaluation.

The rationale behind current AOD prevention efforts with Greeks is that previous efforts have involved too much negativity. Now it is time to focus on the positive side of Greek life, to highlight the evidence that many Greek students are not abusing alcohol, and to recognize the gains Greeks have made in AOD prevention.

Due to the lack of formal evaluations that have been conducted, it is much easier to describe what has been done and looks promising than it is to draw conclusions about what works. Most campuses take stock of their AOD prevention efforts informally; sources of feedback include reported number of alcohol-related incidents on campus and students' comments on evaluation forms after a particular speaker or program. Other methods do not look at outcomes at all, such as reports from social chairs about the number of non-alcoholic programs their chapter sponsored and the number of students who attended. While the latter method may be useful for ensuring that the requisite number of programs is completed, it says nothing about the effectiveness of these programs. The next step for Greek advisors with prevention programs solidly in place is to conduct formal evaluations of those programs. With time and money in such short supply, no one should be wasting either on ineffective prevention programs.

Benefits of Involving Students

- *Students, especially chapter leaders, have a much greater influence than authority figures do over other students' behaviors and attitudes.*
- *Students often hold back from the professionals because they are often scared of what may happen if the administration finds out about certain problems or incidents.*
- *Getting students involved in a particular program may lead to more involvement from the whole Greek system.*
- *When students are involved in planning AOD prevention programming, they are doing more than attending a one-hour session; as a result, the education and the message of the program are going beyond the session.*
- *Peer educators have to be role models all of the time, not just when they are teaching a session. They influence other students with whom they spend time, exerting that influence on a day-to-day basis.*
- *Jay McCoy, at Kentucky, says it is helpful to bounce his ideas off of the students with whom he comes in contact. He gets some of his best feedback through informal conversations, chatting before Greek Council meetings, and in one-on-one interactions.*

Resources

Organizations

Association of Fraternity Advisors, Inc. (AFA)
Gayle Webb, Executive Director
Jay McCoy, Chairman: Substance Abuse Issues Committee
3901 West 86th Street, Suite 390
Indianapolis, IN 46268-1799
(317) 876-4691
(317) 872-1134 (fax, same as NIC)

The AFA established a *Substance Abuse Issues Committee* to focus on issues of prevention and education, and offers a pamphlet called *A Compilation of Greek-Related Video & Program* Resources, a manual called *Advising Fraternities and Sororities*, and a newsletter called *Perspectives*.

BACCHUS/GAMMA Peer Education Network
Drew Hunter, Executive Director
P.O. Box 100430
Denver, CO 80250-0430
(303) 871-3068

BACCHUS/GAMMA conducts the most comprehensive set of national and regional peer education training conferences available in higher education today. BACCHUS/GAMMA also has many pamphlets, discussion guides, posters, videos, and promotion kits. Three particularly relevant items for AOD prevention are *50 Things GAMMA Chapters Can Do* (part of start-up kit); *The Gamma Guide: An Invitation to Enjoyable Alcohol Awareness Programs* ($4.95); and *Certified Peer Educators Training Program* ($295 for chapters, $325 for non-chapters).

Center for the Study of the College Fraternity (CSCF)
Indiana University
Franklin Hall 206
Bloomington, IN 47405
(812) 855-1228

The CSCF encourages research and disseminates information about fraternities and sororities and their contributions to host institutions.

Fraternity Insurance Purchasing Group
Terrence Harper
President and Executive Director of Phi Kappa Psi Fraternity
510 Lockerbie Street
Indianapolis, IN 46202-3694
(317) 632-1852

FIPG brings together over forty men's and women's national fraternities and sororities to form a risk management consortium to develop risk management guidelines and policies (e.g., BYOB and closed events) to which all members agree to adhere.

National Interfraternity Conference (NIC)
Jeff Cufaude, Executive Director
Cathy Earley, Director of Student Services
3901 W. 86th Street, Suite 390
Indianapolis, IN 46268-1791
(317) 872-1112
(317) 872-1134 (fax)
nicindy@eworld.com

The NIC provides many resources and services to member fraternities and college campuses on a range of topics including recruitment, peer education, risk management, Adopt-A-School, public relations, leadership development, chapter development, gender issues, and values and ethics. Three NIC programs referred to in this bulletin: *Our Chapter, Our Choice; Challenges and Choices; and the Undergraduate Interfraternity Institute*. Other NIC materials not mentioned in this bulletin include *Theme Party Kits*—creative substance-free party ideas.

The Higher Education Center for Alcohol and Other Drug Prevention

The Higher Education Center for Alcohol and Other Drug Prevention is a national resource center established by the U.S. Department of Education. The Center's goal is to assist colleges and universities as they work to change campus cultures, foster environments that promote healthy lifestyles, and prevent student alcohol and other drug abuse.

The Center offers five types of services: 1) information services, 2) technical assistance, 3) training, 4) national meetings, and 5) publications.

These services are available to all institutions of higher education free of charge. For additional information, contact The Higher Education Center for Alcohol and Other Drug Prevention. The Center's address is:

Address:	William DeJong Center Director 55 Chapel Street Newton, MA 02158-1060
E-mail	HigherEdCtr@edc.org
Gophersite:	gopher.hec.org 7006
Phone:	Toll Free (800) 676-1730 or (800) 225-4276 in Maryland
Fax:	(617) 979-5979

Alcohol and Other Drug Prevention: A Bulletin for Fraternity and Sorority Advisors is published by The Higher Education Center for Alcohol and Other Drug Prevention, funded by the U.S. Department of Education.

The Center has developed several other publications that address alcohol- and other drug-related problems on campus. Please contact the Center to learn what publications are available to address your specific areas of interest or concern.

The Center's newsletter, *Catalyst*, is a good way to keep up to date on important developments in alcohol and other drug prevention in higher education, including new publications from the Center. Please contact the Center for a free subscription.

An electronic version of these publications can be downloaded from the electronic bulletin board system for the Center for Substance Abuse Prevention (CSAP), PREVline (PREVention online), which is operated by the National Clearinghouse for Alcohol and Drug Information. PREVline can be accessed via the Internet (path: telnetncadi.health.org; then press the "enter" key; user-ID: new) or by direct

dial-up [telephone (301) 770-0850, user-ID: new]. This file and others can be located by conducting a keyword search on The Higher Education Center for Alcohol and Other Drug Prevention publications in the online library.

For more information, contact the U.S. Department of Education, Drug Prevention Program, FIPSE, ROB 3, 7th and D Streets, S.W., Washington, DC 20202-5175.

Programs

Balanced Man Project
Sigma Phi Epsilon Fraternity
Daniel J. Czaja, Jr., Director
Michael Wolbert, Consultant
310 South Boulevard
P.O. Box 1901
Richmond, VA 23215-1901
(804) 353-1901
(804) 359-8160 (fax)

Program to eliminate high-risk behavior (e.g., alcohol and other drug abuse), to assist participating chapters in becoming healthy organizations, and to promote healthy academic, social, and interpersonal skills among its members, using stages of development called challenges to meet the differing needs of members as they progress through their college years.

Double Vision
Lambda Chi Alpha Fraternity
(317) 872-8000
Alpha Gamma Delta Fraternity
(317) 872-2655

Program consisting of a variety of workshops dealing with different social issues related to alcohol use and abuse.

On Campus Talking About Alcohol (OCTAA)
Prevention Research Institute, Inc.
Tom Frostman, Director of Field Services
841 Corporate Drive, Suite 300
Lexington, KY 40503
(606) 223-3392

A risk-reduction program designed to prevent alcohol problems. OCTAA's two goals are to help each participant reduce risk for any type of alcohol problem and to focus on self-assessment, helping participants to understand and to accept the need to make changes that may help themselves.

TIPS Enterprise of Washington
Health Communications, Inc.
600 New Hampshire Ave. NW, Suite 100
Washington, DC 20037
(202) 333-1292

Training for people who serve alcohol, which includes recognizing intoxication, checking IDs, and learning acceptable standards for serving alcohol.

Individuals Who Contributed Information For Use in This Report

David Anderson, Ph.D.
Associate Research Professor
Center for the Advancement of Public Health
George Mason University
Fairfax, VA 22030-4444

Candice Baumgarten
Program Coordinator for Talking About Alcohol
Kappa Alpha Theta Fraternity
8740 Founders Road
Indianapolis, IN 46268

Beth Bell
Assistant Director of Student Activities
Virginia Commonwealth University
907 Floyd Avenue, Box 842035
Richmond, VA 23284-2035

Ron Binder
Assistant Dean of Students
01 Steele Building CB 5100
University of North Carolina
Chapel Hill, NC 27599

Elizabeth Broughton
Assistant Dean for Student Services & Director for Campus Alcohol & Drug Resource Center
P202 Peabody Hall
University of Florida
Gainesville, FL 32611

Scott Chitoff
Assistant Director of Student Life
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, FL 33314

Edward Dadez, Ph.D.
Associate Dean of Students
Bucknell University
211 Langone Center
Lewisburg, PA 17837

Megan Dunson
former Graduate Assistant for Greek Life at the University of Maryland
Graduate Assistant for Greek Affairs
Student Organizations and Activities
221 Tangeman University Center
University of Cincinnati
P.O. Box 210136
Cincinnati, OH 45221-0136

Lanita Hanson
Coordinator of Greek Affairs
Texas A & M University
125 Koldus Building
College Station, TX 77843-1236

Julie Hays
Greek Affairs Coordinator
Iowa State University
64 Memorial Union
Ames, IA 50010

Helen Jans
Assistant Coordinator for the Center on Drug Prevention and Education
Texas A & M University
125 Koldus Building
College Station, TX 77843-1236

Tom Jelke
Coordinator of Greek life
Florida State University
A301 Oglesby Union
Tallahassee, FL 32306-4003

Mo Littlefield
Executive Director
Sigma Nu Fraternity
P.O. Box 1869
Lexington, VA 24450

Frank Shushok
Coordinator of Greek Life
Northern Arizona University
Box 6100
Flagstaff, AR 86011-6100

Drew Smith
Greek Advisor
Box 7314, Harris Hall
North Carolina State University
Raleigh, NC 27695-7314

Bev Townsend
Greek Coordinator
Greek Wellness Coalition
Montana State University
120 Strand Union Building
Bozeman, MT 59717

Notes

1. Unpublished data from the Harvard School of Public Health, Boston, Massachusetts, 1993.
2. Data generated from Presley, C.A., Meilman, P.W., and Lyerla, R. *Core Alcohol and Drug Survey*. Carbondale, Illinois: University of Southern Illinois, 1989-1991, cited in *Rethinking Rites of Passage: Substance Abuse on America's Campuses*. A Report by the Commission on Substance Abuse at Colleges and Universities. New York: Center on Addiction and Substance Abuse at Columbia University, 1994.
3. EDGAR stands for Education Department General Administrative Regulations.
4. Grow, L. *Introduction to Promising Approaches*, Fund for the Improvement of Postsecondary Education Training Manual, pp. 199-200, 1994.
5. Oldfield, D. *The Journey: A Creative Approach to the Necessary Crises of Adolescence*. David Oldfield and the Foundation for Contemporary Mental Health, 1987.
6. INTERCHANGE is the NIC's campus membership program which provides resources and services at a reduced rate to Greek advisors and local Interfraternity Councils.
7. Sammons, P., Smith, T., Cooper, T., and Furnish, G. *Journal of Dental Education*, *55*(1), 1991.
8. There is a Balanced Women Project developed by Kappa Alpha Theta Fraternity, but it is more of an educational program with information and suggestions on presenting a variety of topics to new members. The Balanced Man Project is more comprehensive in that it addresses the whole fraternity experience from beginning to end.

BULK RATE
U.S.POSTAGE
PAID
PERMIT# 20
HOLLISTON, MA
01746

Education Development Center, Inc.
55 Chapel Street
Newton, MA 02158